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ABSTRACT

Containing 11 English vocabulary development units and 10 culturally relevant literature units, this student's book is part of a program in English language arts developed for bilingual, bicultural sixth grade classes. The vocabulary units, designed to develop communication competency not only in grammar and literature but also in other subject areas, includes exercises on the alphabet; filling out a form; changes in language; language of mathematics, religion, and politics; finding words in the dictionary when correct spelling is unknown; generational word differences (examples from the forties, fifties, sixties); and cooking vocabulary. The literature units consist of stories written for this publication about Mexican American children living in Texas as well as translations of traditional stories from Spanish-speaking countries. Included are exercises on the language of poetry and activities related to stories presented. Some of the stories are given with both English and Spanish texts; others in English may include Spanish words, but they are contextually clued to enable students to follow the story line. Necessary vocabulary lists (in English and Spanish) accompany each story. The language arts program, also appropriate for other elementary grades or junior high classes, has a teacher's guide for use with the student's book. (RS)

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ED160296

# English Language Arts Units

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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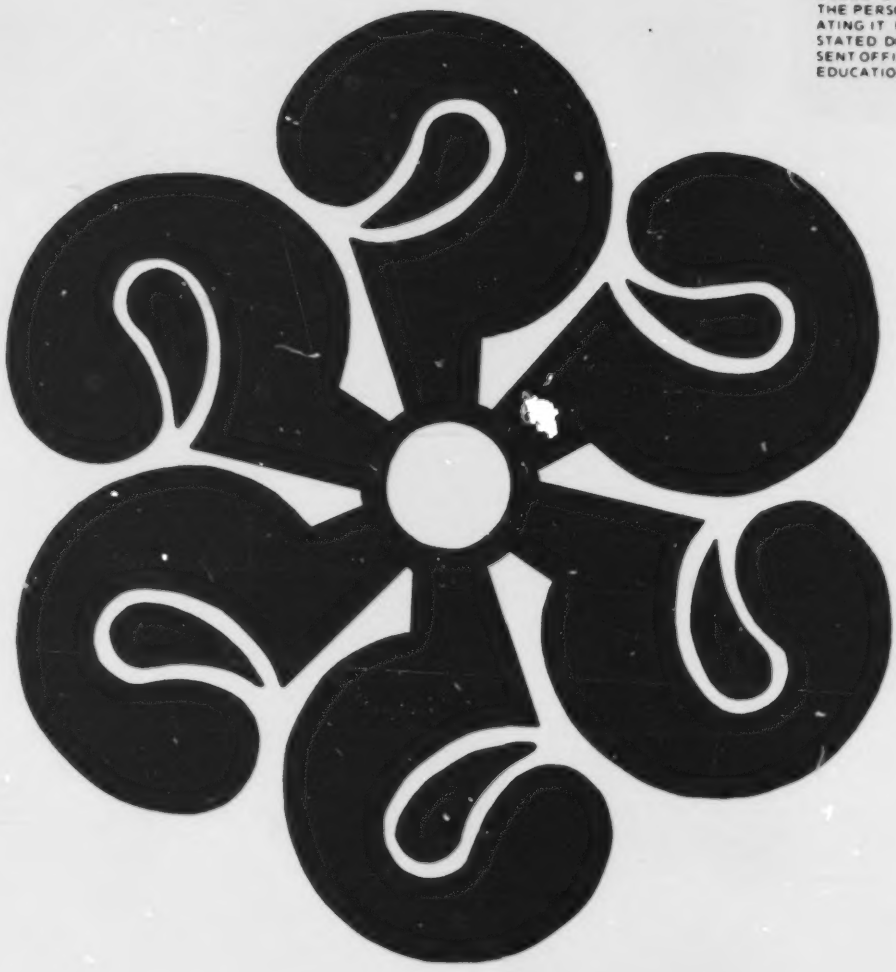

## A Bilingual Multicultural Guide

2

RC 010796

# *English Language Arts Units*

## Student's Book

Developed by
Fort Worth Public Schools
Bilingual Education Program
Fort Worth, Texas

Dissemination and Assessment Center
for Bilingual Education
Education Service Center, Region XIII
7703 North Lamar
Austin, Texas 78752

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1-A

# THE ABC'S OF ENGLISH

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1. Some of the symbols shown below are letters, some are not. Circle the symbols that are letters.

| | | | | | |
|---|---|---|---|---|---|
| B | % | Q | $ | R | S |
| ¢ | A | P | C | ? | E |
| F | ½ | D | G | H | # |
| J | L | K | : | I | N |
| O | " | M | 2 | V | T |
| X | Y | ( ) | W | Z | U |

Now write the letters in order alphabetically.

_____

_____

2. Look at the first letter of these words and arrange them in alphabetical order.

bottle school man color woman

_____

_____

3. All of these words begin with a. Look at the second letter of these words and arrange them in order.

able arson acre agree apple

_____

_____

4. The first two letters of each of these words are ha. Look at the third letter of these words and arrange them in order.

have hate haze ham hare

_____

_____

5. The first three letters of each of these words are the same: con. Look at the fourth letter of these words and arrange them in order.

content consent convent congress concert

6. Sometimes you have to look even farther to find a difference. Look at the fifth letter of these words and arrange them in order.

prime primary primordial primrose primitive

7. Look at the sixth letter of these words and arrange them in order.

transport transmit transfer transact transitive

8. Now try arranging this list in alphabetical order. Remember, you may need to look past the first letter to place a word in order.

| | | | |
|---|---|---|---|
| convent | apple | food | rat |
| wool | prime | queen | corral |
| zoo | color | tremor | save |
| wood | transitive | draw | juggle |
| congress | mop | trap | initial |
| transport | haze | young | hare |
| acre | anger | heaven | elf |
| map | patio | bottle | order |

1-B

# EL ALFABETO ESPAÑOL

A-B-C-CH-D-E-F-G-H-I-J-K-L-Ll-M-N-Ñ-O-P-Q-R-S-T-U-V-W-X-Y-Z

1. De los símbolos escritos abajo, algunos representan letra: y otros no. Encierra en un círculo los signos que representan letras.

| | | | | | |
|---|---|---|---|---|---|
| Z | B | O | S | = | A |
| $ | V | Q | E | F | * |
| CH | T | H | I | L | M |
| O | Ll | Ñ | Y | C | D |
| ¿ | ¼ | W | U | V | J |
| D | G | N | R | K | X |

Escribe las letras en orden alfabético.

_____

_____

2. Escribe en orden alfabético las siguientes palabras fijándote en la primera letra.

zapato chorro lluvia carro español

_____

_____

3. Las siguientes palabras empiezan con la letra a. Fíjate en la segunda letra y arréglalas en orden alfabético.

academia aventura apache advertencia aeronave

_____

_____

4. Las dos primeras letras de las siguientes palabras empiezan con las letras ce. Fíjate en la tercera letra y arréglalas en orden alfabético.

Cero cebo cerillo ceja ceiba

_____

_____

5. Las tres primeras letras de las siguientes palabras empiezan con las letras con. Fíjate en la cuarta letra y arréglalas en orden alfabético.

conjugación concierto confite conducto congreso

6. Fíjate en la quinta letra de las siguientes palabras y arréglalas en orden alfabético.

primo primero primario primitivo prímula

7. Fíjate en la sexta letra de las siguientes palabras y arréglalas en orden alfabético.

transferir transporte transitivo transacción transmitir

8. Arregla las siguientes palabras en orden alfabético. Recuerda que tienes que fijarte en la primera letra en adelante y alistarlas en orden alfabético.

| | | | |
|---|---|---|---|
| congreso | dibujo | corral | zoológico |
| lana | transitivo | orden | temblor |
| madera | alimento | primitivo | ratón |
| botella | trampa | enano | primor |
| agrio | joven | imagen | alma |
| transporte | reino | liebre | olmo |
| color | gigante | hombre | duende |
| patio | hambre | concierto | canto |

1-C

## USING DICTIONARIES

1. Using the Spanish/English dictionary, find the English definitions for the following Spanish words:

   *chalupa*
   *llora*
   *nidada*
   *lago*
   *ciencia*
   *nono*

2. Look up the following words in the Spanish/English dictionary or the Spanish dictionary. Which languages do you think they came from?

   *kimono*
   *kopek*
   *soufflé*

3. For each word listed below, find a Spanish word that means the same thing.

   danger
   canyon
   umbrella
   rodeo
   chrome

1-D

## UTILIZANDO DICCIONARIOS

1. Busca las definiciones de las palabras en un diccionario inglés/español:

   *encyclopedia*
   *printing*
   *river*
   *proverb*
   *turtle*

2. Busca las palabras siguientes en un diccionario en español o en uno inglés/español y escribe de cuál idioma provienen:

   spaghetti
   quetzal
   rendezvous

3. Busca las palabras siguientes en un diccionario en inglés y escribe la palabra que signifique lo mismo:

   cañón
   choza
   lazo
   rifle
   reata
   hierro

1-E
EVALUATION

Arrange these words in alphabetical order.

transact
convent
young
queen
tremor
congress
haze
corral
juggle
prime

concert
able
woman
primary
apple
patio
wood
anger
ham
content

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

1-F

# USING GUIDE WORDS

This is the top of a dictionary page.

give 354 glare

The two words that appear at the top are called guide words.

a. Give is the first word that appears on page 354.
b. Glare is the last word listed on page 354.

1. The guide words are the _____ _____ and the _____ _____ that appear on that page.

This page in the dictionary will contain only those words which, when arranged in alphabetical order, would be listed between give and glare.

2. Study the words listed below, and write on the line below the words that would appear on page 354.

| | | | | |
|---|---|---|---|---|
| given | grate | glow | glance | gladiator |
| green | gave | gum | glad | glass |

_____

3. Suppose the guide words were snap and snob. Write the words that would appear on the page.

| | | | | |
|---|---|---|---|---|
| smug | snip | snail | snake | sneak |
| soil | social | sugar | snarl | snake |

_____

4. Guide words: digest - dim

| | | | | |
|---|---|---|---|---|
| digit | dignity | dither | dilly | donate |
| different | diet | dip | dollar | deserve |

_____

5. Guide words: court - cow

| | | | | |
|---|---|---|---|---|
| cozy | cover | crack | coop | cove |
| covey | course | count | cousin | crank |

---

6. Guide words: least - leg

| | | | | |
|---|---|---|---|---|
| leave | lean | legal | lecture | leap |
| leaf | left | legend | ledge | limit |

---

7. Guide words: puff - pulpit

| | | | | |
|---|---|---|---|---|
| pull | public | pug | punch | plug |
| pulley | pudding | pumpkin | pulse | pulp |

---

4-A
FORM

Print full name - last name first

last name | first name | middle name

Print full address

street | city | state | zip

List telephone number

area code | local number

Print full birth date

month | day | year

Give age

age

Print father's full name

last name | first name | middle initial

Print mother's full name

last name | first name | middle initial

Print your place of birth

city | county | state

What is your sex?

male | female

4-B

# APPLICATION FOR DRIVER'S LICENSE

( ) Operator ( ) Com. Operator ( ) Chaffeur

Print or type

(Last Name & Comma) (First Name) (Middle Name)

RESIDENCE ADDRESS

(Number and Street) (City) (State) (Zip Code)

BIRTHDATE

(Month) (Day) (Year) (Age Now)

PLACE OF BIRTH

(City) (State)

(Height) (Sex) (Color of Eyes) (Weight) (Natural Col. Hair)

## READ THIS FIRST

1. All information on this form except the signature must be typewritten or PRINTED in INK. The signature shall be WRITTEN in INK.

2. GIVE FULL NAME. If you do not have a middle name print the word "NONE.". If you have an initial only, print the word "ONLY" after the initial.

3. Give PERMANENT RESIDENCE ADDRESS.

4. THE QUESTIONS ON THE NEXT PAGE MUST BE ANSWERED by placing an X in the space under the word NO or YES. If an answer is YES, answer added questions. If the answer is YES under MEDICAL HISTORY, a supplemental Medical History Form must be completed.

## DRIVING HISTORY

| | NO | YES | |
|---|---|---|---|
| 1. | ( ) | ( ) | Have you ever had a license in any state? Where? _____ When last? _____ |
| 2. | ( ) | ( ) | Is your license or driving privilege now suspended, revoked, cancelled or denied? Where? _____ When?_____ Why?____ _____ |
| 3. | ( ) | ( ) | Has your license or driving privilege ever been suspended, revoked, cancelled or denied? Where? _____ When? _____ Why? _____ |

## MEDICAL HISTORY

| | | | |
|---|---|---|---|
| 1. | ( ) | ( ) | Have you ever been treated for a mental, nervous, or emotional condition? |
| 2. | ( ) | ( ) | Have you ever had or do you now have any physical defects, such as ( ) Missing limb ( ) Stiff neck ( ) Stiff arms or joints ( ) Other _____ |
| 3. | ( ) | ( ) | Have you ever had an impairment of vision or hearing that has not been corrected? |
| 4. | ( ) | ( ) | Have you ever had convulsions, seizures, or epilepsy? |
| 5. | ( ) | ( ) | Have you ever had or been treated for diabetes? |
| 6. | ( ) | ( ) | Have you ever had a problem with drinking or drugs? ( ) With alcohol? ( ) With drugs? ( ) |
| 7. | ( ) | ( ) | Have you ever been treated for ( ) Dizziness ( ) Heart trouble ( ) Loss of consciousness ( ) Emphysema ( ) Other serious medical condition? |

I DO SOLEMNLY SWEAR THAT I AM THE PERSON NAMED AND DESCRIBED HEREIN AND THAT THE STATEMENTS ON THIS APPLICATION ARE TRUE AND CORRECT.

_____
Write Usual Signature

4-C

# FOLLOWING DIRECTIONS

This is a test to see how well you can follow directions. Do exactly what you are told to do no matter how silly it sounds. Before you begin read all the questions first.

1. Name_____
   last name first name middle initial

2. Age_____Birthday_____Grade_____

3. Where were you born?_____

4. Scratch your right ear with your left hand.

5. Stand up by your chair and turn around three times.

6. Count the number of girls in the class. Put the total here:

   _____.

7. In the blank write the number of letters in the name of the first president of the United States.

   _____

8. Count your fingers. Add this number to your age and put the total in the second blank. _____ _____

9. Make a fist. Under these conditions what color are your knuckles? _____

10. Very carefully, pull one hair from your head. Stretch it out to its full length. How long do you think it is?
    _____inches.

11. Add the number of letters in <u>antidisestablishmentarianism</u> to the number of letters in <u>somnambulist</u>. Subtract 7. Add 2. Put the answer here._____

12. Disregard all directions given in Numbers 1 to 12. Sign your name on this line and turn your paper in to the teacher.

    _____

19

4-D

# FOLLOWING DIRECTIONS

Can you follow directions? This paper is a problem in following directions. Do exactly what the directions tell you to do. Do not try to get help from your friends. Everyone's answers will be different.

1. Write your name in the blanks at the end of this worksheet. Put your first name last, your last name first, and the initial of your middle name in the second blank. If you do not have a middle name put the initial of your first name in the blank.

_____ _____ _____

2. Read this paragraph carefully.

Mrs. Gómez stood outside her daughter's room and called to her. Since Mrs. Gómez received no answer, she thought María was sleeping. With a sigh of relief, she went to her own room. A little later, Mr. Gómez came upstairs and went to bed. Then Frank the son returned home; the trembling María heard him lock the door. When all was still and her watch told her it was a few minutes past midnight, María carefully opened her door. Carrying her suitcase, she slipped cautiously down the stairs and out of the house. María hurried to the telephone booth on the corner and called a taxi. The cab drove her to the bus station.

Count the words in this paragraph.
Put the total in this blank. _____

Multiply the number by 2. _____

Add your age. _____

Add 18. _____

Subtract 7. _____

Add 2. _____

Subtract 41. _____

Your answer should equal 200 + your age _____

3. Underline each pronoun in the paragraph under Number 2.

4. Multiply 3 x 4. Put the answer here. ⟶

Write the number 2 and then 5 after the answer. _____

Now multiply 35 x 35. _____

The answers will be the same. You can square any two-digit number ending in five this way. Multiply the number on the left by one number larger and add 25 to the right of the answer. For example: To multiply 75 x 75, multiply 7 x 8 = 56, add 25 = 5625

Now try these: 65 x 65 _____

85 x 85 _____

_____ _____ _____

5-A

# OUR CHANGING LANGUAGE

1. That's neat.
   Please turn in a neat paper.

2. Right on, brother.
   He's right on time.

5-B
RESEARCH PACKET

Use the dictionary to find the answers to these questions.

1. What are the three estates? _____

_____

_____

2. What is the meaning of estate in reference to the three estates? _____

_____

3. From which word is mosquito derived? _____

_____

4. On the ancient Roman calendar, what days were the nones?

_____

_____

_____

5. What does the abbreviation inst. on a business letter mean?

_____

_____

6. What is a sadiron? _____

_____

7. Who were the harpies? _____

_____

_____

8. What does <u>harpy</u> mean now? _____

_____

_____

9. Which of these words were originally trademarks?

| | | |
|---|---|---|
| _____ insulin | _____ kinescope | _____ radio |
| _____ television | _____ Linotype | _____ Vaseline |
| _____ kerosene | _____ gasoline | |

6-A
PROBLEMS

1. A 175 pound man and his two sons, one weighing 125 and the other 100 pounds, want to cross a river. What weight must the boat carry safely so that they can cross the river together?

2. A farmer has a goose, a fox, and a bag of corn on the south shore of the river and wants to cross to the north shore. If the farmer is not with them, the fox will eat the goose or the goose will eat the corn. If the farmer has one boat large enough to carry him and only one of the others, how does he cross the river?

6-B

# THE LANGUAGE OF MATHEMATICS

In order to solve a problem, you must understand what the problem is. In order to understand what the problem is, you must be able to read the language.

This worksheet will help you learn some of the terms used in stating math problems.

1. An ordinal number designates a place like first, second, etc.

   First, second, etc., are _____ numbers.

2. A cardinal number is used in simple counting like one, five, ten.

   A _____ number is used for simple counting.

3. When you add 4 and 2, the answer is _____.

4. When you subtract 2 from 4, the answer is _____.

5. When you multiply 4 times 2, the answer is _____.

6. When you divide 4 by 2, the answer is _____.

7. A decimal point indicates a base ten fraction.

   A base ten fraction may be shown by using a _____

   _____.

8. An integer is a whole number.

   A whole number is an _____.

9. The quotient is the answer you get when you divide one number by another.

   In this example which number is the quotient?

   6 divided by 3 is 2 _____.

6-C

# EL LENGUAJE DE LA MATEMÁTICA

Para resolver un problema debes entender cuál es el problema. Para entender cuál es es problema debes de saber el lenguaje de la matemática.

Esta página te ayudará a aprender algunos términos que se utilizan cuando se presentan problemas matemáticos.

1. Un <u>número ordinal</u> indica orden, como por ejemplo: primero, segundo, etc.

   Primero, segundo, etc. son números _____.

2. Un <u>número cardinal</u> se utiliza para contar en forma simple como por ejemplo: uno, cinco, diez.

   Un número _____ se utiliza para contar en forma simple.

3. Cuando se suman 4 y 2, el resultado es _____.

4. Cuando se restan 2 de 4, el resultado es _____.

5. Cuando se multiplica 4 veces el 2, el resultado es _____.

6. Cuando se divide el 4 entre 2, el resultado es _____.

7. El <u>punto decimal</u> indica que tiene como base una <u>fracción del diez</u>.

   Una fracción del diez se indica utilizando el _____ _____.

8. Un <u>número entero</u> es una entidad completa.

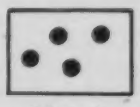
   Una entidad completa es un _____ _____.

9. <u>Cociente</u> es el resultado que se obtiene cuando se divide un número entre otro número.

   En el ejemplo que sigue, ¿cuál número es el cociente?

   6 dividido entre 3 es igual a 2 _____.

6-D
EVALUATION

| | | | |
|---|---|---|---|
| _____ 1. | decimal | a. | whole number |
| _____ 2. | integer | b. | + |
| _____ 3. | ordinal number | c. | - |
| _____ 4. | cardinal number | d. | 3/4 |
| _____ 5. | add | e. |  |
| _____ 6. | subtract | f. | first |
| _____ 7. | multiply | g. | X |
| _____ 8. | divide | h. | ÷ |
| _____ 9. | fraction | i. | .75 |
| _____ 10. | set | j. | one |

6-E

# FIND-A-WORD

T H Q U P R O B A B I L I T Y I C
B R O N W F S O E U L A V X A J U
M P D E O E V R E R T M H E D L A
Z Y I N T E G E R E D I V I D E O
G S C B I N A R Y T T C H E O Q U
I C K O B R E T C U D E D O R W N
F X O J N U M I P P E D D O D V N
E R T H L T E D T M O G S T I H O
E Q U I C B I G R O U P K B N R I
O W F T P E C N O C U L O O A X T
J U M E P O V E U R T Q T W L H C
N O I T C A R T B U S T H I E E A
E L A X D Y O G S Z M U I C P R R
K B R O N W F O J X U M P E D L F
O V E L A N I D R A C R T H L E Y

Find these words in the square above.

| | | |
|---|---|---|
| continuum | concept | computer |
| deduct | quotient | set |
| multiply | decimal | value |
| divide | binary | group |
| add | integer | subtraction |
| fraction | ordinal | cardinal |
| probability | power | |

6-F

# BUSCA LAS PALABRAS EN EL CUADRO ALFABETICO

C H Q R P R O B A B I L I D A D
O R A V W F S O Q D H K L E R I
M P D E O E V R M A B I F D G V
P Y E N T E R O S C H L M U S I
U S C B I N A R I O Z D K C L D
T X K O B R E S T A U B Y E J E
A C L J N D E C I M A L S T H X
D O M U L T I P L I C A X D L P
O N U I C B I L G R U P O T U O
R J C A R D I N A L X A R I M N
S U M A P O V E U S Y S D K C E
E N C O N C E P T O H M I S T N
N T A X I F R A C C I O N B U T
C O C I E N T E S T Z M A V D E
O V A L O R C D P L O R L C J M

Busca en el cuadro alfabético las palabras de la lista de abajo:

continuo
deduce
multiplica
divide
suma
fracción
probabilidad
concepto
cociente
decimal
binario
entero
ordinal
exponete
computador
conjunto
valor
grupo
resta
cardinal

7-A

PREACHER, PRIEST, OR RABBI

1. Use a dictionary to develop a definition of the word preacher. _____

_____

2. Use a dictionary to define the word Protestant. _____

_____

_____

3. Define: litany, liturgy, rite, clergy, ceremony, Christmas, Easter, Hanukkah, Passover.

4. Define: apse, nave, baptistry, parsonage, sanctuary, menorah.

5. Define: Baptist, Methodist, Presbyterian, Episcopal, Catholic, Jew.

6. What is a parish?

7. What is a diocese?

8. Define ecclesiastical.

9. What is a layman?

10. What is a synagogue?

7-B

## PASTOR, SACERDOTE, O RABI

1. Usa el diccionario y en tus propias palabras escribe la definición de la palbra pastor. _____

_____

2. Usa el diccionario y busca la definición de la palabra Protestante. _____

_____

_____

3, Define: letanía, liturgia, rito, clero, ceremonia, Navidad, Pascua Florida (de Resurrección) Pascua de los Hebreos, Hanuca.

4. Define: ábside, nave, bautisterio, parroquia, santuario, menorá.

5. Define: Bautista, Metodista, Presbiteriano, Espiscopal, Católico, Judío.

6. ¿Qué quiere decir parroquia?

7. ¿Qué quiere decir diócesis?

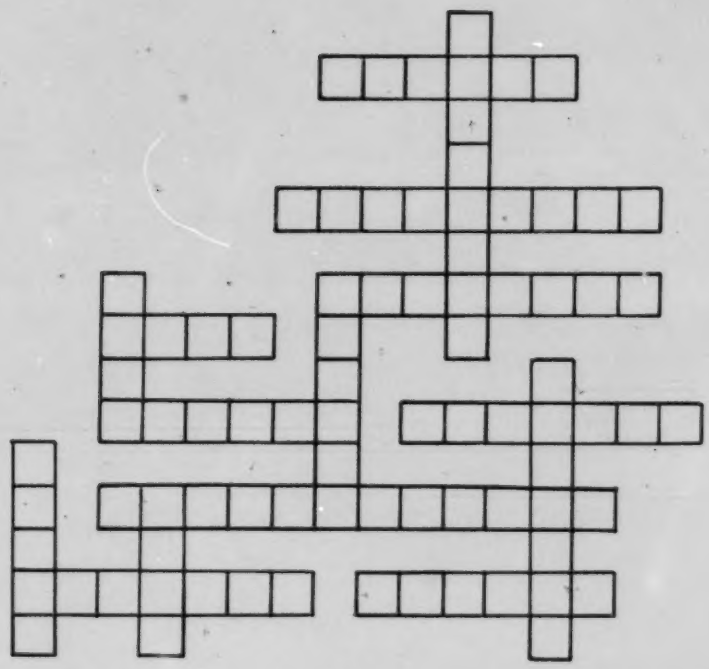
8. ¿Qué quiere decir eclesiástico?

9. ¿Qué quiere decir laico?

10. ¿Qué quiere decir sinagoga?

7-C

## FILL IN THE SQUARES



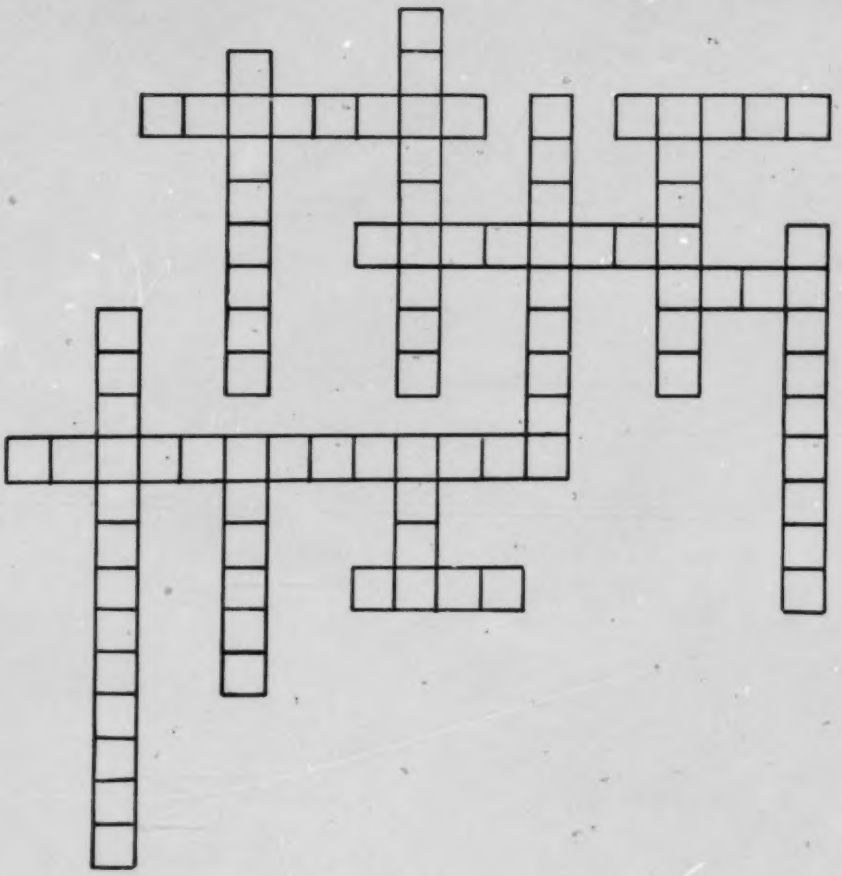
Fill in the squares with the following words

| 4 letters | 6 letters | 8 letters | 12 letters |
|---|---|---|---|
| rite | litany | passover | Presbyterian |
| nave | clergy | ceremony | |
| apse | Easter | | |
| | parish | | |

| 9 letters | 5 letters | 7 letters |
|---|---|---|
| Methodist | rabbi | Judaism |
| | | liturgy |
| | | Baptist |

7-D

## LLENA LOS ESPACIOS EN BLANCO



Llena los cuadros en blanco con las palabras siguientes:

| 4 letras | 5 letras | 6 letras | 7 letras |
|---|---|---|---|
| rito | clero | ábside | letanía |
| nave | | | |
| rabí | | | |

| 8 letras | 9 letras | 13 letras |
|---|---|---|
| Judaísmo | parroquia | Presbiteriano |
| liturgia | ceremonia | Pascua Florida |
| Bautista | Metodista | |

8-A
ELECTION DAY

Fill in the blanks with the words listed below:

| | | |
|---|---|---|
| majority | electors | election |
| candidate | popular | ballots |
| congress | electoral | campaigns |
| electing | office | parties |

It was the first Tuesday in November, _____ Day. Ramón watched the people standing in line at the school house to cast their _____ in the general election. They were _____ a president. The two major _____, Democratic and Republican, had conducted vigorous _____, each declaring loudly that their _____ was the best person for the job. Although the actual choosing of the president would not occur for another month, the people would know by midnight who would fill the _____ for the next four years. The votes cast today were for _____ who would meet as the _____ College in December and formally choose the president. Electoral votes were based on a state's representation in _____. It was possible for a person to receive a _____ of the _____ vote and lose the election. That seemed strange. The teacher said the law should be changed. Ramón thought, "When I am elected representative, I'll see that it's changed."

8-B

## DIA DE LA ELECCIONES

Llena los espacios en blanco con la siguiente lista de palabras:

| | | |
|---|---|---|
| mayoría | electores | elecciones |
| candidatos | popular | votos |
| Congreso | electoral | campaña |
| elegir | oficina | partidos |

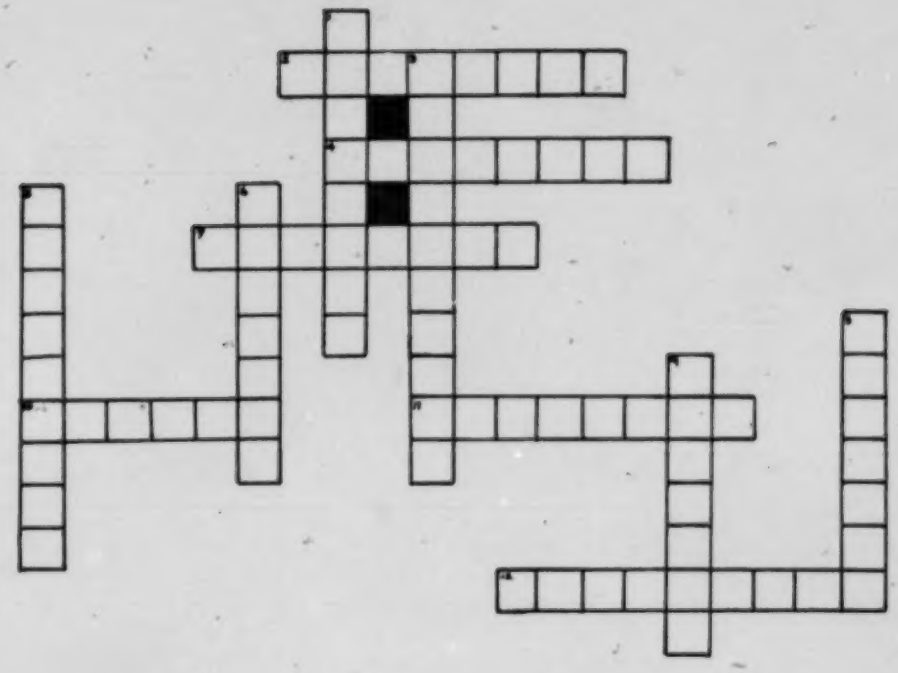
Era el primer martes del mes de noviembre, el día de las _____. Ramón observó que la gente estaba formada en la escuela para depositar sus _____ para la elección general. Iban a _____ al presidente. Los dos _____ principales, el Democrático y el Republicano, condujeron una intensa _____ para sus _____, declarando que el suyo era el mejor hombre para desempeñar el trabajo. Aún cuando la elección del presidente no ocurriría hasta el mes siguiente, para la media noche la gente ya sabría quien ocuparía la _____ en los próximos cuatro años. Los votos hoy despositados eran para aquellos _____, quienes se reunirían en el colegio _____ en el mes de diciembre para formalmente elegir al presidente. Los votos electorales se basan en la representación que tiene el estado en el _____. Es porible que un hombre reciba la _____ del voto _____ y pierda la elección. Esto parecía extraño. La maestra dijo que la ley debería cambiar. Ramón pensó: "Cuando yo sea elegido como representante haré cambiar esta ley."

8-C
EVALUATION

Match the following words with their definitions:

| | | | |
|---|---|---|---|
| _____ 1. | majority | a. | of the people, by the people, representing the people |
| _____ 2. | election | b. | piece of paper or other object used in voting |
| _____ 3. | popular | c. | position, especially in the public service |
| _____ 4. | Electoral College | d. | planned courses for action for some special purpose |
| _____ 5. | campaign | e. | science and art of government |
| _____ 6. | Congress | f. | a group of people wanting the same kind of government |
| _____ 7. | ballot | g. | more than half |
| _____ 8. | political party | h. | group of people chosen by the voters to elect the President and Vice-President of the United States |
| _____ 9. | office | i. | the lawmaking body of a nation |
| _____10. | politics | j. | choosing by vote |

8-D
CROSSWORD PUZZLE



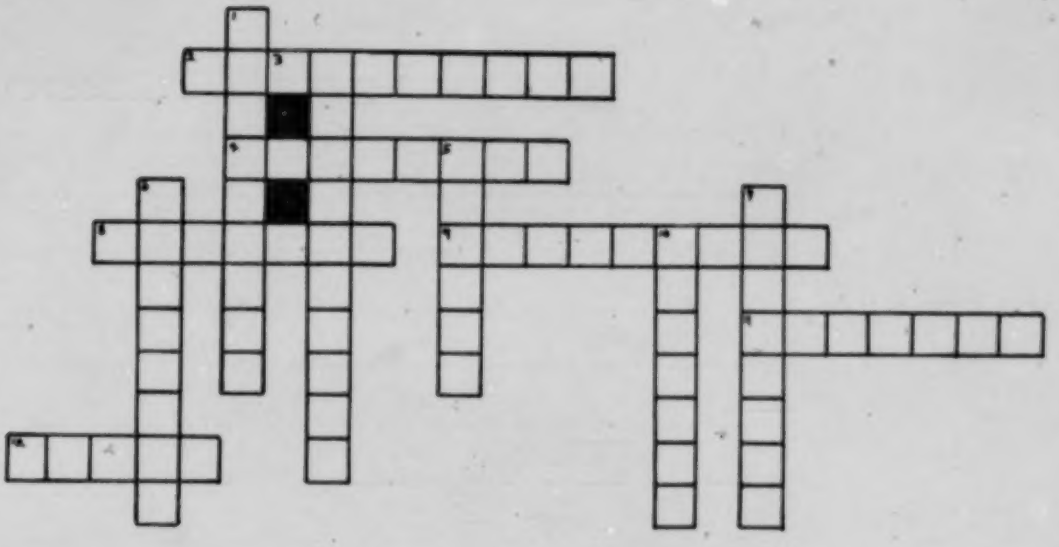
DOWN

1. The people who elect someone to office are called _____.
3. There are usually several _____ for each office.
5. The people elect the members of the _____ college.
6. Candidates for office are nominated by political _____.
8. People vote by casting _____.
9. The vote of the people is the _____ vote.

ACROSS

2. The second Tuesday in November is the day for _____ a president.
4. The House of Representatives and the Senate are called the _____.
7. The candidate who gets a _____ of the votes wins.
10. Lincoln was elected to the _____ of the presidency.
11. The general _____ is held the second Tuesday in November.
12. Candidates conduct _____ in order to get elected.

8-E
CRUCIGRAMA



VERTICALES

1. Las gentes que eligen a un candidato para ocupar una oficina electoral se llaman _____.
3. Generalmente hay varios _____ para cada oficina electoral.
5. El segundo martes del mes de noviembre se dedica para _____ al presidente.
6. Los candidatos para la oficina electoral son nombrados por los _____ políticos.
7. Los candidatos dirigen _____ para poder ser elegidos.
10. Lincoln fue elegido para la _____de la presidencia.

HORIZONTALES

2. El día de las _____ es el segundo martes del mes de noviembre.
4. La cámara de representantes se llama _____.
8. El candidato que obtiene la _____ de votos es el que gana.
9. La gente elige a los miembros del colegio _____.
11. El voto de la gente del pueblo se llama voto _____.
12. La gente escoge a su candidato para después depositar sus _____;

9-A
CHECK THAT SPELLING

Write the correct spelling of these words. Use the dictionary to complete your work.

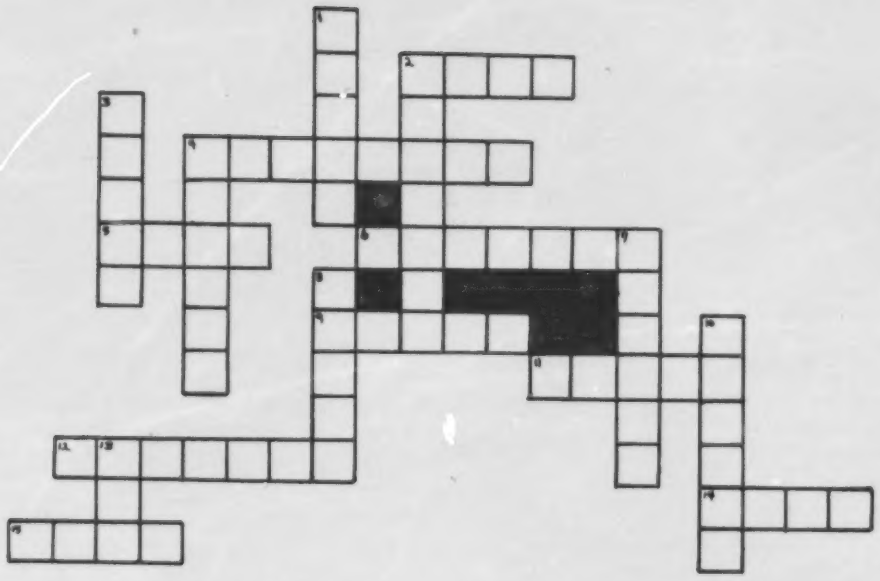
1. /klīm/ _____
2. /tō/ _____
3. /ō´ shən/ _____
4. /gůd/ _____
5. /nou/ _____
6. /boi/ _____
7. /lŏ/ _____
8. /lō/ _____
9. /nīs/ _____
10. /bou/ _____
11. /fyüd/ _____
12. /pėrl/ _____
13. /laf/ _____
14. /hīt/ _____
15. /brij/ _____
16. /kōt/ _____
17. /gāj/ _____
18. /rī/ _____
19. /bak/ _____
20. /gōst/ _____

9-B
EVALUATION

Match these words with the phonetic spellings.

| | | | | |
|---|---|---|---|---|
| 1. | /klīm/ | _____ | a. | knife |
| 2. | /gōst/ | _____ | b. | beauty |
| 3. | /nīf/ | _____ | c. | boy |
| 4. | /dum/ | _____ | d. | calm |
| 5. | /kāv/ | _____ | e. | ocean |
| 6. | /byü´ tē/ | _____ | f. | climb |
| 7. | /kōt/ | _____ | g. | nice |
| 8. | /nīs/ | _____ | h. | they |
| 9. | /nō/ | _____ | i. | ghost |
| 10. | /boi/ | _____ | j. | gnaw |
| 11. | /nā´ shən/ | _____ | k. | pause |
| 12. | /käm/ | _____ | l. | guinea |
| 13. | /brij/ | _____ | m. | bridge |
| 14. | /ō´ shən/ | _____ | n. | foreign |
| 15. | /nok/ | _____ | o. | sergeant |
| 16. | /thā/ | _____ | p. | dumb |
| 17. | /pöz/ | _____ | q. | knock |
| 18. | /sär´ jənt/ | _____ | r. | nation |
| 19. | /fôr´ ən/ | _____ | s. | coat |
| 20. | /gin´ ē/ | _____ | t. | cave |

9-C
CROSSWORD PUZZLE



ACROSS

2. /kāv/
4. /sär´ jənt/
5. /käm/
6. /fôr´ ən/
9. /īl/
11. /nīf/
12. /fō´ lē ij/
14. /thā/
15. /dum/

DOWN

1. /suf/
2. /sham´ ē/
3. /nok/
4. /sol´ əm/
7. /nā´ shən/
8. /pöz/
10. /byü´ tē/
13. /ōm/

10-A
DIFFERENT AGES-DIFFERENT WORDS

THE FORTIES

It is 1940. From the juke box in the corner drug comes the sound of jive. On the dance floor John and Mary are jitterbugging.

Gloria's pleated skirt stops just above her kneecap. She wears a sloppy joe sweater which is so big for her that it hangs like a sack from her shoulders to well below her hips. Her single strand of pearls bounces as she dances to the rapid beat. Her brown and white saddle oxfords are worn and dirty and have never been polished.

The music changes to swing, and the couple begins to truck to the tune of the big apple. Across the street at the picture show, the young people are standing in line to buy tickets to the Saturday matinee so they can see the latest episode of the Flash Gordon serial and the special Mickey Mouse cartoon.

When Jim and Kathy come through the door, John stops dancing and says, "Well, strip my gears and call me shiftless." Kathy, in faded blue jeans with the tails of her father's white dress shirt flapping at her knees, sits down in one of the leather-covered booths and begins to beat a rhythm on the table.

In 1941 the United States will be plunged into war and lifestyles will change drastically. By the mid-forties, John will be wearing a zoot suit which has a reet pleat and a drape shape with trousers that have pegged cuffs. The zoot suit was the official costume of the pachucos. Chicano was a derogatory term.

THE FIFTIES

Bill and Barbara are at the sock hop in the school gym. They dance to the strong rock and roll beat, which some people call bebop. Barbara's very full skirt is held out with layer upon layer of net petticoats. The skirt, clinched tightly at the waist with a wide belt, ripples around the calves of her legs. Held stiffly in place with a coating of oil, Bill's hair is full and combed elaborately back and

up in a ducktail. His bluejeans, worn without a belt, hang precariously on his hips. His full costume is topped with a black leather motorcycle jacket.

At home Bill's little brother is watching "The Mickey Mouse Club" on TV. Bill's older brother considers himself a beatnik and has his own pad over a neighbor's garage. Parents say this is the beat generation, and that all kids want to do is sit in the coffee houses and listen to folk music or poetry.

THE SIXTIES

Joe's ears are bombarded with sounds of rock music. His friend Marvin, a hippie who lives in a nearby commune, sits on the floor near the door. Arthur, the yippie, is in the next room arguing loudly with Carmen. Carmen belongs to Women's Lib and is always defending the rights of women. That is her bag. Her hair hangs straight from a center part. Her pants and shirt are rumpled. She carries a shoulder bag. Arthur's hair is long and curly and stands out from his head.

The young people of the turbulent sixties grooved to the sound of rock, hard rock, acid rock, and soul. The hip ones were called hippies. The politically active hippies called themselves yippies. A swinger was far out and the standard comment for agreement was "Right on." Young people urged their parents to stop bugging them. In 1963 the rage was to compose Tom Swifties such as: "'I've lost my voice,' he said speechlessly" or "'My mind is a blank,' he said thoughtlessly."

By 1970 the jitterbug was the name of a fish bait. Jive meant talk. Rap meant discuss. Trucking changed its meaning and appeared on posters saying cryptically, "Keep on Trucking." Something that was Mickey Mouse was of little value, but Mickey Mouse souvenirs from the forties were of great value. The push for Black Power had changed the social attitudes of many people, and Black language was a part of the culture. Flower Power was a slogan used by hippies. Chicano became the term preferred by many persons of Mexican descent.

10-B
TOM SWIFTIES

Tom Swift was the hero of a series of books. The author always added an adverb to modify the verb said whenever he used it.

A Tom Swiftie is a sort of pun, a play on words. The adverb used to modify said always has some relation to what Tom says. For instance: "I can't see," Tom said blindly.

Choose one of the adverbs listed below to fill in the blanks in the sentences.

| | | |
|---|---|---|
| aimlessly | timelessly | roaringly |
| breathlessly | icily | bitingly |
| acidly | sweetly | wearily |
| baldly | hotly | heatedly |

1. "I'm losing my hair," he said _____
2. "I work in the candy store," Tom said _____
3. "My watch has stopped," Tom said _____
4. "My shot missed the target," he said _____
5. "I'm Richard the Lionhearted," he said _____
6. "You are choking me," she said _____
7. "The house is on fire," Tom said _____
8. "The soup is too hot," Tom said _____
9. "I'm cold," Tom said _____
10. "I'm tired," Tom said _____
11. "I'm starving," Tom said _____
12. "This lemon is sour," Tom said _____

10-C
EVALUATION

Fill in the blanks below with these words

| | |
|---|---|
| far out | zoot suit |
| hippies | big apple |
| swing | coffee houses |
| sock hop | right on |
| rock and roll | pads |

1. The _____ was the official costume of the pachuco.
2. _____ was a type of music played by the Big Bands of the '40s.
3. Flower Power was a slogan used by _____.
4. Elvis Presley played music called _____ in the 1950's.
5. Girls wore saddle oxfords in the 1940's and danced the _____.
6. Beatniks called where they lived _____.
7. Swingers in the '60s were thought to be _____.
8. A dance at the school gym in the 1950's was a _____.
9. You could hear folk music played at the _____ _____ of the 1950's.
10. If you agreed with someone in the '60s, you said, "_____ _____."

11-A
WHAT'S COOKING?

| | | | |
|---|---|---|---|
| poach | glaze | dredge | breaded |
| sauté | stir | churn | corned |
| broil | beat | cream | roast |
| boil | whip | frappé | stew |
| fry | mix | omelet | simmer |

Look up the words listed above; then answer the following questions.

1. From which country did we get the word sauté?

2. What would you need to make an omelet? _____

_____

3. Define:

stir _____

_____

mix _____

_____

beat _____

_____

whip _____

_____

4. You _____ milk to make butter.

5. To _____ is to cook in the oven.

6. _____ beef is cured with salt and other spices.

7. Use each of these words in a sentence:

boil _____

_____

fry _____

_____

stew _____

_____

simmer _____

_____

11-B

## THE HAMBURGER

The word hamburger was introduced into American English in 1884. Now the hamburger, a German contribution, has been adopted as a typically American food. The word came from the name of a place, Hamburg, Germany. Just as frankfurter was a sausage originally produced in Frankfurt, hamburger was a steak originally produced in Hamburg. The term was introduced into the United States as hamburger steak. By 1901 it had been shortened to hamburger. Then the typical hamburger sandwich developed: fried ground beef served in a round roll or bun. From this point on, strange things began to happen. The word contributed one of the most productive word-forming suffixes in our language. The meat itself came to be referred to as ham (although it was still beef), and burger began to mean what surrounded it. Thus as the filling varied, new words were born. Now it is possible to order cheeseburgers, chickenburgers, turkeyburgers, fishburgers, and even baconburgers. (This article is based on information in *American English* by Albert H. Marchwardt, published by Oxford University Press, New York, 1958.)

Many other foods familiar to us have very interesting histories. Choose one of the words listed below and find out as much as you can about it. Write a short report to be shared with others in the class.

| | | |
|---|---|---|
| coleslaw | pone | chow mein |
| cookie | succotash | chop suey |
| cruller | chowder | chile con carne |
| waffle | a la mode | enchilada |
| mustard | praline | frijole |
| frankfurter | jambalaya | jerky |
| zwieback | gumbo | taco |
| wiener | goober | tamale |
| hominy | cush | tortilla |
| hooch | chow | stollen |

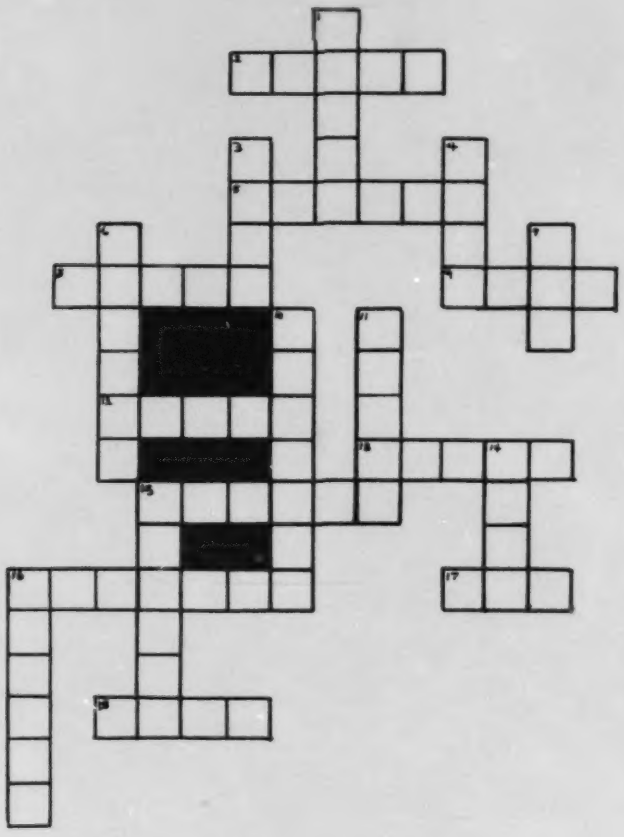
11-C
EVALUATION

| | |
|---|---|
| sauté | breaded |
| dredge | poached |
| omelet | whipped |
| broil | frappé |
| beat | glazed |

Choose one of the words listed above to fill in the blanks of these sentences:

1. _____ the board with flour.
2. _____ the egg whites.
3. Use the blender to make a(n) _____.
4. We bought _____doughnuts.
5. The pie had _____ cream on top.
6. They served _____ veal cutlets.
7. _____ the onions in a tablespoon of butter.
8. I want a _____ egg for breakfast.
9. He will _____ the steak on the grill.
10. He used all the eggs to make a(n) _____.

11-D
CROSSWORD PUZZLE



ACROSS

2. To cook in simmering liquid
5. Beaten eggs cooked without stirring until set and served folded in half
8. To cook by direct exposure
9. To beat to a froth
12. A glossy coating applied to food
13. To cook by exposing to dry heat
15. To incorporate into a mixture by repeated gentle overturnings without stirring or beating
16. Mixed to a creamy froth
17. To cook in hot grease
18. To mix by vigorous stirring

DOWN

1. Fry in small amount of butter
3. Seethe
4. To boil slowly
6. To coat food by sprinkling
7. To combine or blend into one mass
10. Covered with flour or crumbs
11. To agitate milk in order to make butter
14. To mix by continued circular motion
15. A thick milk shake
16. To cure or preserve with salt and other spices

12-A
EVALUATION

Match the quotations with the words or rhythms on the right.

| | | | |
|---|---|---|---|
| _____ 1. | Up above the world so high, Like a diamond in the sky. | a. | alliteration |
| _____ 2. | Hope is a bird learning to fly. | b. | metaphor |
| _____ 3. | Twinkle, twinkle, little star. | c. | ( / _ _ ) |
| _____ 4. | Mine eyes have seen the glory. | d. | ( _ _ / ) |
| _____ 5. | "Let us flee," said the fly. | e. | ( / _ ) |
| _____ 6. | Hickory, dickory, dock. | f. | simile |
| _____ 7. | Five miles meandering with a mazy motion. | g. | ( _ / ) |

12-B
FIGURES OF SPEECH

Writers, particularly poets, use various tricks to get a point across.

They compare things:

*Twinkle, twinkle, little star,*
*How I wonder what you are.*
*Up above the world so high*
*Like a diamond in the sky.*

*As red as a rose.*

These two examples are called similes. They are comparisons using the words like or as.

Using any textbooks available to you, read several poems and find three examples of similes. Write them in the blanks below.

1. _____

_____

2. _____

_____

3. _____

_____

There is another type of comparison called a metaphor which compares one thing to another by saying that one thing is another.

*The moon was a ghostly galleon*
*Tossed upon cloudy seas.*

A _____ is a comparison which says one thing is another.

Using any textbooks available to you, read several poems and find three examples of metaphors.

1. _____

_____

2. _____

_____

3. _____

_____

Sometimes the poet repeats the same consonants over and over to give a certain effect. This repetition is called <u>alliteration</u>.

*Five miles meandering with a mazy motion.*

Using any textbooks available to you, write three examples of alliteration.

1. _____

_____

2. _____

_____

3. _____

_____

13-A

# MY FIRST DAY AT SCHOOL

When I started to school, I didn't know any English, *ni una palabra*. My family had lived in Fort Worth for a long time. My father could speak *bastante inglés*, but my mother spoke only a little English and *en casa* we spoke only Spanish.

I remember the first day I went to school. *Mi tía* took me, along with *mi primo* Carlos. My cousin had been going to school for four years. That year he would be in the third grade. It had taken him two years to learn enough English to get out of the first grade.

I remember that I was scared. My aunt took me to a room, told the teacher my name, and then said to me, *"Siéntate aquí, hijita. Tengo que ir con Carlos a su clase."* I sat down in the chair and watched with terror as she disappeared through the door.

I wanted to run after her and beg her not to leave me in that strange place with those people that I did not know, but I was afraid to disobey my mother, who had told me to do exactly what *Tía Inés* told me.

I sat and looked at the shiny wooden floor, following the grain of the wood with my eyes. Each board had a pattern of its own. Some had little waves that repeated themselves like ripples in a narrow stream. Others had long streaks of dark and light. I was so interested in looking at the wood that I didn't notice what was going on around me. Suddenly a loud bell rang. I jumped and looked up and saw that the room was full of people: mothers and children, boys and girls. Some of the children had black hair and dark skin, like me. Others had light skin, blond hair or brown hair, blue eyes or green eyes. One little girl had red hair and funny little brown spots on her face. Her hair curled in tight ringlets all over her head. I wondered how she combed it. There were four boys who were Black. Their hair was really curly, and I wondered how they combed it, too. I noticed that they didn't even try to part it, and I thought that was nice because that was the hardest thing about combing my straight black hair, getting the part right. Mama always had to part it for me.

The teacher was talking, but I couldn't understand what she was saying. I know now that she was calling out our names to get to know who we were, but at that moment, I only felt confused. She kept repeating something over and over. As my aunt came through the door, she looked at me and said something to the teacher.

Then she came over to where I was sitting, *"La maestra te está llamando, Eugenia,"* she said.

*"No comprendo a la maestra,"* I said because I really didn't understand the teacher. My aunt told me that the teacher didn't know how to speak Spanish and could not pronounce my name correctly. I felt more confused than ever and held my aunt's hand tightly.

Some of the other children were crying. Some were not. Some had discovered the toys that were in one corner of the room and were playing with them.

My aunt led me to a shelf where there were some books. She opened one and showed me the pictures. The first page had a big A on it. I knew that it was an A because my mother had taught me the *alfabeto*. Beside the letter was a *manzana*. I really did not know what that had to do with the A. I looked at the next page. There was the letter B and *una abeja*. I could see a B in *abeja*, but on the next page there was a C and *gato*. I could not make any sense out of the book, but I kept looking. D and a *perro*. E and *elefante*, that made sense. F and *un pez*. I didn't understand. I looked around for my aunt so that she could explain it to me, but she was gone. I sat down on the floor, and my tears fell on the open book. I didn't understand the pictures in the book. I didn't understand the teacher. I didn't like the smell of the room. I looked at the teacher. She was sitting in one of the small chairs, reading a book to some of the children. She looked so strange to me; her hair was grey and short. Her voice sounded nice, but I couldn't understand what she was saying.

I walked over to where she was so that I could try to understand. The book she had in her hand was big and the pictures were pretty. She was pointing to a picture of a *gatito*. One of the children said, "Kitten. It's a kitten." I knew that it was a *gatito;* why did she say that funny word?

Most of the children were seated around the teacher, but I didn't really like it there so I went over to the toys. There was a girl there that I had seen before. I walked over to her.

She said, *"¿Tú eres Eugenia, verdad?"*

*"Sí"* I replied, *"Y tú, ¿cómo te llamas?"*

She told me that her name was Juanita. *"Mira,"* said, *"las letras están en la pared."*

I looked to where she pointed and saw the *alfabeto* on the wall. Beside each letter were the same strange pictures that were in the books. I asked Juanita about them, but she didn't understand either.

*"No sé,"* she said, shaking her head.

*"¿Comprendes el inglés?"* I asked her, and she said that she understood a little.

Juanita and I played with the toys until we heard the teacher call Juanita's name. The teacher made a motion with her hand. I thought she was waving good-bye, but Juanita said she wanted us to come over to the circle with the others.

We went over and sat down. The teacher held up a picture of the *gatito*. She would point to the picture. Then someone in the circle would say, "Cat. It's a cat," or they would duck their heads and say nothing. When she pointed to me, Juanita whispered in my ear, *"No digas 'gato,' di 'cat.'"*

So I said, "Caht."

The other children laughed. Although the teacher did not laugh out loud, she smiled a little, and I knew that what I had said sounded funny to her, too. I looked at Juanita, but she only looked at the floor.

Suddenly, I didn't like that place. I didn't like that teacher. I didn't want to be there. Again the tears were in my eyes, but I didn't want anyone to see so I looked at the floor again and began to follow the designs of the grain of the wood.

I thought about my cousin who had spent two years in the first grade. I thought he was smart to learn English so soon.

13-B
VOCABULARY LIST

*a* - to
*(la) abeja* - bee
*(el) alfabeto* - alphabet
*aquí* - here
*bastante* - some, enough
*(la) clase* - class
*¿Cómo te llamas?* - What is your name?
*con* - with
*(el) elefante* - elephant
*en casa* - at home
*está llamando* - is calling
*(el) gatito* - kitten
*(el) gato* - cat
*hijita* - little daughter
*(el) inglés* - English
*ir* - to go
*(las) letras* - letters of the alphabet
*(la) maestra* - teacher
*(la) manzana* - apple
*mi* - my
*mira* - look
*ni una palabra* - not a word
*No comprendo.* - I don't understand
*no digas* - don't say
*No sé.* - I don't know
*(la) pared* - wall
*(el) perro* - dog
*(el) pez* - fish
*(el) primo* - cousin
*siéntate (sentarse)* - sit down, (to sit)
*su* - his, her
*tengo que* - I have to
*(la) tía* - aunt
*tu* - your
*tú* - you
*verdad* - isn't it, true
*tú eres* - You are

13-C

# MI PRIMER DIA EN LA ESCUELA

Recuerdo que cuando comencé a asitir a la escuela no hablaba ni una palabra de inglés. Hacía mucho tiempo que mi familia vivía en Fort Worth. Mi papá hablaba bastante inglés y mi mamá sólo sabía unas cuantas palabras; así que en casa sólo hablábamos español.

Recuerdo el primer día que fui a la escuela. Mi tía nos llevó a mi primo Carlos y a mí. Mi primo ya tenía cuatro años de ir a la escuela. Ese año mi primo cursaba el tercer grado. Dos años le llevó para aprender inglés y apenas terminaba su primer grado.

Me acuerdo que ese día estaba yo temblando de miedo. Mi tía me llevó a un cuarto y le dijo mi nombre a la maestra. Mi tía me dijo que me sentara porque ella tenía que llevar a Carlos a su clase. Me senté y con terror miré que salía, dejándome allí sin saber qué hacer.

Quise correr y alcanzarla para rogarle que no me dejara en ese lugar extraño, y con gente que no conocía. Pero tuve miedo de desobedecer a mi mamá porque me había dicho que hiciera todo lo que mi tía Inés me dijera.

Me senté y me quedé con la vista fija en el piso de madera. Miraba todos los dibujos que tenía la madera; unos dibujos parecían ondas de la corriente de un arroyito, otros tenían rayitas claras y obscuras. Estaba tan distraída mirando la madera, que no me di cuenta de lo que sucedía a mi alrededor. De repente, sonó la campana. Di un brinco, y al alzar la vista, vi que el cuarto estaba lleno de gente. Había muchas mamás, niños y niñas. Algunos niños tenían el pelo negro y la piel obscura, como la mía. Otros tenían la piel clara; o pelo rubio, o castaño; u ojos azules o verdes. Una niña tenía el pelo rojo y unas curiosas manchitas de color café en la cara. Tenía el pelo lleno de rizos. Yo me preguntaba, cómo se lo peinaría. Había cuatro niños negritos. Tenían el pelo tan rizado, que también me preguntaba cómo se lo peinarían. Noté que no tenían la raya del pelo, y se veían bien; para mí era tan difícil hacerme la raya con este pelo tan lacio que tengo. Mi mamá siempre me ayudaba a peinarme, haciéndome la raya del pelo.

La maestra esta habla y habla, pero yo no entendía nada. Ahora ba sé que nos estaba llamando por nuestros nombres para saber quiénes éramos; pero en ese momento lo único que sentí fue confusión. La maestra repetía algo constantemente. En eso vi que mi tía entraba,

se quedó mirándome y luego se acercó a decirle algo a la maestra. Después se acercó a mi lugar y dijo:

-La maestra te está llamando, Eugenia.

Le contesté que francamente - no entendía nada de lo que decía. dijo que la maestra no sabía hablar español, por lo tanto le costaba trabajo pronunciar mi nombre. Con esto, me sentí aun más angustiada y estreché su mano con fuerza.

Algunos niños estaban llorando y otros no. Algunos se encontraron juguetes por un rincón del cuarto y empezaron a jugar.

Mi tía me llevó a donde estaban unos estantes con libros, sacó uno y me mostró los dibujos. En la primera página estaba una A grandota. Sabía que letra era ésa porque mi mamá ya me había, enseñado el alfabeto. A un lado de esa letra estaba una mananza. Realmente no vi ninguna relación entre la letra A y el dibujo de la manzana. Miré la página siguiente y vi la letra B con el dibujo de una abeja. En otra página la letra C con el dibujo de un gato. Realmente no le encontré ningún sentido, pero seguí mirando los dibujos. En otra página vi la letra D con el dibujo de un perro. Luego la letra E con el dibujo de un elefante; al menos a éste si lé hallé sentido. Enseguida encontré la letra F con el dibujo de un pez. Francamente no entendí porqué. Busqué a mi tía para que me explicara, pero ya se había ido. Me senté en el suelo desconsolada y empecé a llorar. Mis lágrimas mojaron el libro. No entendí porqué las letras no concordaban con los dibujos. Tampoco entendí a la maestra. Me disgustó el olor del cuarto. Miré a la maestra que estaba sentada en una de las sillitas leyéndole un libro a un grupo de niños. A mi me pareció como si fuera una extraña con el pelo corto y canoso. Estaba tan gorda que parecía que la silla le quedaba chiquita. Su voz era agradable; pero yo no entendía nada de lo.que decía.

Caminé a donde la maestra estaba sentada y traté de entender lo que decía. El libro que tenía en las manos era grande y los dibujos estaban muy bonitos. La maestra estaba apuntando a un gatito y uno de los niños dijo: "Kitten. It's a kitten." Yo sabía que era un gatito. ¿Por qué diría esa palabra tan extraña?

La mayoría de los niños estaban sentados alrededor de la maestra, pero como no me sentí cómoda me fui a donde estaban los juguetes. Ahí estaba una niña que ya había visto antes. Me acerqué a ella y me dijo:

-¿Tú eres Eugenia, verdad?

-Sí - le contesté -. Y tú, ¿cómo te llamas?

Me dijo que se llamaba Juanita. Enseguida me señaló algo en la pared y dijo:

- Mira, las letras están en la pared. Miré a donde Juanita me había señalado y vi el alfabeto. Al lado de cada letra estaba un dibujo que no concordaba, igual que en el libro que ya había visto antes. Le pregunté a Juanita que porqué, y me contestó que tampoco lo entendía.

-¿Comprendes el inglés? -le pregunté a Juanita, y me dijo que entendía un poco.

Juanita y yo nos pusimos a jugar con los juguetes, cuando de repente oímos que la maestra la llamaba. La maestra movió la mano y yo pensé que nos decía adiós. Pero no era así, lo que ella quería era que nos sentáramos con el resto de los niños que estaban con ella.

Nos acercamos y nos sentamos. La maestra tenía el dibujo de un gatito en la mano. Señaló el dibujo, y le preguntó a uno de los niños por el nombre del dibujo. Uno de los niños contestó: "Cat. It's a cat." Algunos de los niños agacharon la cabeza y no contestaron nada. Cuando me preguntó a mí, Juanita me dijo al oído:

-No digas gato, di 'cat'.

-"Caht" - le contesté.

Los niños se rieron. Aunque la maestra solamente se sonrió, me di cuenta que también a ella le había parecido chistoso lo que dije. Voltié a ver a Juanita, pero estaba con la vista fija en el suelo.

De repente, no me gustó ni el lugar ni la maestra. ¡Yo no quería estar allí! Comencé a llorar otra vez. Pero no quise que nadie me viera; así que empecé a mirar otra vez los dibujos que había en el piso de madera.

Pensé cuando mi primo se pasó dos años en el primer grado. Pensé que era muy inteligente por haber aprendido inglés tan pronto.

14-A
TOO EARLY

A thief was trying to pick the lock on the door of a house. He wanted to get in so that he could steal whatever he could find in the house. The owner of the house heard the noise and looked out the window. He saw the robber trying to pick the lock, and he said in a very loud, friendly voice: "Sir, would you please come back later; we are not asleep yet."

14-B
WHAT DO YOU THINK?

In the story "Too Early," do you think the owner of the house is being dumb or is he really being clever? Why?

15-A
JUST WAIT

Gaspar Matías had many friends. His face was ugly and he was a hunchback, but that was not important to the people who knew him. He lived alone on a farm several miles from town. From time to time he came into town to visit his friends.

Don Gaspar had very small eyes, a large nose, and a little tiny mouth. When he talked, it was obvious that he had only one tooth, one great big tooth, left in his mouth.

The children of the town teased him. They called him names. When Don Gaspar walked down the street, the children ran after him shouting nicknames. They would yell, "Here comes Uncle Big Nose" or "Look at Mr. Big Tooth." Those who had read the novel *The Hunchback of Notre Dame* by Victor Hugo called him Quasimodo. When he heard these ugly names, Don Gaspar just smiled.

One day, when the children were shouting, "Big Tooth, Quasimodo, Old Crazy One, Old Stupid" and other things, Don Gaspar called them and said, "I like those names you call me. Here's some candy for you. Take it. From now on, if you call me these pretty names, I'm going to leave a sack of candy on this corner for you."

The children took the candy and happily shouted the nicknames to please Don Gaspar.

The following day Don Gaspar came back to town. When the children saw him, and there were more of them, they shouted, "Here comes Uncle Big Nose with the candy." They took turns shouting his many nicknames. This time Don Gaspar left two sacks of candy on the corner. The children ran to get the candy.

The following day, the same thing happened. But Don Gaspar left only one sack of candy.

The children thought he had left only one sack because they had not shouted loud enough.

For the next four or five times, Don Gaspar did not leave any candy. The next time only two boys shouted nicknames. The following day Don Gaspar did not leave any candy, and the next day not a single child called him a nickname.

Don Gaspar asked them, "Why don't you call me names anymore?"

"We didn't call you names because you didn't give us candy," said one of the children.

"I'm sorry," said Don Gaspar, "I don't have money to buy the candy. You keep on calling me names, and when I get some money, I'll bring some candy."

"Oh, no," exclaimed the boys, "We're not going to call you names if you don't give us candy. We'll wait until you have the money to buy the candy."

"All right," smiled Don Gaspar. "You wait."

15-B
ESPERENME NO MAS

Gaspar Matías tenía muchos amigos. Era feo y jorobado; pero esto no le importaba a la gente que le conocía. Viviá solo en una granja que estaba situada a varias millas fuera del pueblo. De vez en cuando iba al pueblo a visitar a sus amigos.

Don Gaspar tenía unos ojos muy chiquitos, una nariz muy grande, y una boca muy chiquita. Cuando hablaba se le notaba que solamente tenía un diente muy grande, en el lado izquierdo de la boca.

A los niños del pueblo les gustaba molestarlo. Le llamban con toda clase de nombres. Cuando don Gaspar pasaba por la calle, los niños le gritaban apodos desagradables. Le gritaban, "Aquí viene el tío Narizotas" o "Miren al señor Dientote." Los niños que habían leído la novela de Victor Hugo "El jorobado de Nuestra Señora" le llamaban Quasimodo. Cuando don Gaspar oía todos esos desagrables apodos, solamente se sonreía.

Un día cuando los niños le estaban gritando, "El Dientote, Quasimodo, el viejo loco, el viejo estúpido," -y así por el estilo don Gaspar los llamó y les dijo:
--Me gustan mucho todos los nombres que me dicen. Aquí tienen unos dulces. Tómenlos. De aquí en adelante, cada vez que me llamen con esos nombres tan bonitos, les voy a regalar una bolsa de dulces y la dejaré en esta esquina de la calle.

Los niños tomaron la bolsa de dulces y felices le gritaban con toda clase de apodos para complacer a don Gaspar.

Al día siguiente don Gaspar regresó al pueblo. Cuando los niños lo vieron le empezaron a gritar, "Aquí viene el Narizotas con la bolsa de dulces." Cada uno le gritaba con un apodo diferente. En esta ocasión don Gaspar les dejó en la esquina de la calle dos bolsas de dulces. Los niños corrieron para tomar las bolsas de dulces.

Al día siguiente, pasó lo mismo. Pero don Gaspar solamente les dejó una bolsa de dulces.

Los niños creyeron que solamente les había dejado una bolsa de dulces porque no le habían gritado lo bastante fuerte.

En las cuatro o cinco ocasiones siguientes, don Gaspar ya no les trajo dulces. En la siguiente ocasión solamente dos niños le gritaron apodos. Al día siguiente don Gaspar tampoco les trajo dulces y al día siguiente ya nadie le gritó apodos.

Así que don Gaspar les preguntó:
-¿Por qué ya no me gritan apodos?
-Porque ya no nos trae dulces - le contestó uno de los niños.
-Lo siento mucho muchachos - dijo don Gaspar-. Pero no tengo dinero para comprar dulces. De todas maneras, síganme gritando apodos y cuando tenga dinero les traigo más dulces.

-¡Oh no, don Gaspar! - exclamaron los niños-. Si no nos trae dulces, no le gritaremos apodos. Esperaremos hasta que Ud. tenga el dinero para comprar los dulces.

-Está bien - dijo don Gaspar sonriéndose -, espérenme no más.

15-C
EVALUATION

1. Don Gaspar left two sacks of candy.
2. Don Gaspar left no candy.
3. The children called Don Gaspar ugly names.
4. The children stopped calling Don Gaspar ugly names.
5. Don Gaspar told the children he liked the names.

16-A
THE SLEEPING UNCLE

David is a very happy-go-lucky young man. He spends all the money that he makes and even more. He always has to borrow money. In the past his friends lent him money, but David always forgot to pay them back. Now the only person who will lend him anything is his nice old Uncle Joe.

Today David wants to ask Rosalinda to the movies. He needs five dollars. He goes to his uncle's house where he finds him asleep in a chair. David cannot tell whether his uncle is really asleep or not. He calls him:

"Uncle Joe, are you asleep?"

"Yes, nephew," answers Joe, "I am asleep."

"How can you answer me if you are asleep?" asks David.

"It's not me who is answering you," responds the uncle.

"Well, if it's not you, who is it?" asks the surprised David.

The uncle replies, "It's my wallet and your own carelessness. Since you never repay the money that I lent you, then I remain asleep."

16-B
MARIA AND HELEN

María walks to school everyday with her friend Helen López. Helen lives across the street from María. At eight o'clock every morning, María walks across the street and knocks on Helen's door. When Mrs. López comes to the door, María asks, is Helen ready?

Mrs. López always says, Creo que sí, even though she knows Helen is not yet ready.

In a few minutes Helen comes out of her room saying, we're late. Let's hurry, and runs out the front door.

María can only say, I know, and hurry after her.

16-C

# LA LEYENDA DEL MAIZ

Pon un guión donde creas que hay un diálogo diferente. Lee con cuidado.

Estaba Moctezuma el emperador azteca sentado en su trono. Se reflejaba en su rostro un gesto de preocupación. De repente, uno de sus vasallos interrumpió sus pensamientos, anunciando la visita de una princesa:

Gran señor, la princesa Xóchitl desea verte.

Hazla pasar, veamos qué quiere.

El vasallo salió para darle el mensaje a la princesa. Cuando Xóchitl entró le dijo al emperador:

Gran señor, sé lo que te pasa. Estás preocupado porque tu pueblo no tiene qué comer.

Tienes razón, princesa, ¿acaso tienes alguna solución? De otra manera, todos moriremos de hambre.

Sí, gran señor.

Habla, princesa, yo te escucho.

Pues verás, un día caminaba sola en mi acostumbrado paseo matutino por el campo, cuando vi a lo lejos algo muy brillante y de color dorado que casi me deslumbró.

Dime, ¿qué era?

Me acerqué lo suficiente para ver mejor y vi unas plantas muy bonitas, y mucho más altas que yo. En la punta tenían una flor de color dorado y en los tallos una fruta alargada con granitos dorados. De repente, todo se obscureció y escuché una voz que me decía que nuestro pueblo ya no se moriría de hambre. Me dijo que el grano dorado había sido cultivado por nuestros antepasados para evitar el hambre del pueblo. Me dijo todas las maneras en que podíamos preparar diferentes alimentos, desde pozole calientito, hasta tortillas o tamales.

Bueno, princesa, pero todavía no me has dicho el nombre de esa planta con granos dorados.

Se llama maíz y el fruto con el que se hacen tantas cosas se llama elote.

Cuando la princesa terminó de hablar, el emperador Moctezuma organizó a todo su pueblo para recoger aquella planta maravillosa. ¡El pueblo azteca se salvó de morir de hambre! Cuenta la leyenda que desde entonces el maíz le dió fama mundial a la cocina mexicana. ¡Así estaba escrito!

17-A
*EL NACIMIENTO*

Part 1

Usually we take an hour to walk the sixteen blocks from school to our house. I would get home sooner, but I have to stay with my sister María who likes to walk slowly, *chismeando con sus amigas* and making jokes about boys. But on that day we both hurried along. That Friday was a special day for our family. It was December 16 and time to put up the *nacimiento*.

We live in the Southside in El Paso. In our *barrio* the *nacimiento* is very special. That night my father would put it in place at the window. That is why we had to hurry home. We had to clean the windows. They must sparkle.

María and I went to our bedroom to change clothes. I put my books on the chair, hung up my dress, and put on my old blue jeans and a shirt. It took María, who is thirteen and a year older than me, longer to change. When she came into the kitchen, I had already warmed the two *tortillas* left from lunch. I folded one and handed it to her.

"You didn't put on enough salt," she complained, unfolding the *tortilla* to sprinkle on more salt. It broke and a few crumbs scattered on the floor.

*"Mira lo que me hiciste que hiciera,"* snapped María as she stopped to pick up the crumbs.

"¡*Yo*! I said, *"Yo no tengo la culpa."* We finished the tortillas in silence. Then María filled two pans with water, took out a bottle of ammonia, and poured some in each pan. The strong smell made my eyes water.

"¡*Híjole! huele fuerte*," I said as she handed me a pan and some rags.

"You work outside. I'll do the inside," she said.

María thought I would spill the water if I worked inside. The wind was blowing hard outside, and it was cold but that was O.K. Outside the smell was not so strong.

I wet the rag in the water and began to clean the window. The window was very dirty where the dust had collected on the spots made by rain. The water from my rag dripped on the windowsill and I wiped it up, then rubbed the window some more.

*"Ay,* Gloria," María yelled, "you're putting more dirt on, wash out your rag."

After we had washed all the windows on both sides, we dried them with clean cloths. I stood back and looked. A big streak glinted in the afternoon sun. I rubbed it hard and then tapped the window; María rubbed hard on the inside and it disappeared. Then María pointed to a spot in the corner that I had missed. We both stood back and looked. The windows were so clean they sparkled.

María gave me her pan of dirty water. I emptied both pans, washed out the rags at the faucet near the back steps, then hung them on the clothesline to dry. Mama would take them down the next day and wash them with soap and water. They would be ready to use again when we needed them.

I went inside. The house smelled good. Mama was putting the things on the table for supper. We would eat early tonight so Papa would have more time to work on the *nacimiento.*

"I hope Papa doesn't have to work late tonight," I said.

*"Ya viene tu papá. Pon la mesa, hijita,"* Mama said as we heard a car stop in the driveway.

Part 2

After supper my father and my brother brought in the boards. They made a box about six feet wide, six feet tall, and eight feet deep, like a room minus one wall. They put the open side against the windows. Inside we put the Christmas scene.

We had to move most of the furniture out of the room so the box could be set up. We put the couch in my room, a table in María's room, and a chair in the kitchen.

Our *nacimiento* was an assortment of things collected over many years. There was a manger and the Virgin, of course, and St. Joseph, but some extra things, too. Angels hung from strings on clouds of angel hair. On one side of the manger were miniature houses, modern houses with real lights. There were mountains made from piles of stones. This was my job, to pile up the stones so they looked like mountains. One of the mountains fell three times before I got all the rocks balanced just right.

Each year we added something new. This year my father painted an elaborate sky--a big moon and stars--behind the manger. Each star had a small hole cut in the center so a tiny light could be pushed through to shine like a real star.

That night my father placed the Wise Men very carefully outside the window on the porch. Everyday they would be moved closer to the manger. We would not put the Christ child in the scene yet. That part would come later.

When everything was in place and the *nacimiento* was covered with branches and lights, it looked like a three-dimensional painting. The Wise Men were approaching. The manger was framed by the windows like a stage setting.

We all went outside to look. It was beautiful. All the neighbors came to look, too. Everyone in the *barrio* put up a *nacimiento,* usually in the corner of the *sala* so you saw it when you came in the front door. Ours was the only one on the street that could be seen from outside the house.

Part 3

The next night we made the *luminarias.* My father brought home some paper sacks from the store where he worked as a butcher. María and I held them open while he filled each one with enough sand to keep it from blowing away in the strong El Paso wind. Then we pushed a short candle into the center of the sand. Every evening, just as it began to get dark, we lit the candles. Everyone in the *barrio* put *luminarias* along the edge of the street and the sidewalks. At night the *barrio* was lovely. The warm glow of the *luminarias* made everyone feel proud and happy.

Every night someone came over to see the *nacimiento,* some relative, someone who worked with my father, someone from the church. Each night the Wise Men were moved closer to the manger.

On Christmas Eve the Christ child was born. On that night everyone came over, all the neighbors, all the *familia.* About 7:30 or 8:00 Mama gave María and me our candles. We went outside and joined the others who had gathered outside the front door, each one holding a lighted candle. It was time for the *posada,* the traditional reenactment of the birth of the Christ child.

Two of the people were chosen to be Mary and Joseph. They led the procession as we approached the door, singing Joseph's plea for a room in the inn:

*En nombre del cielo*
*Os pido posada,--*
*Pues no puede andar*
*Mi esposa amada.*

From inside the house, *mis padres* responded with the innkeeper's refusal:

*Aquí no es mesón*
*Sigan adelante*
*Yo no puedo abrir*
*No sea algún tunante.*

Outside, we again asked for a room, pleading with the innkeeper not to be inhuman, adding that Heaven would reward him.

*No seas inhumano*
*Ténnos caridad.*
*Que el Dios de los cielos*
*Te lo premiará.*

Again we were refused entry as from inside the house we heard:

*Ya se pueden ir*
*Y no molestar*
*Porque si me enfado*
*Los voy a apalear.*

Then Joseph said he had come all the way from Nazareth and identified himself by name:

*Venimos rendidos*
*Desde Nazareth*
*Yo soy carpintero*
*De nombre José*

Once again, the refusal was heard, the innkeeper pleading now for sleep:

*No me importa el nombre*
*Déjenme dormir*
*Pues que ya les digo*
*Que no hemos de abrir*

By this time we were getting cold, but the traditional verses had to be sung. This time Mary was identified as the Queen of Heaven:

*Posada te pido*
*Amado casero*
*Por sólo una noche*
*La Reina del Cielo.*

From inside, the voices inquired why a queen would be alone and needing a room:

*Pues si es una reina*
*Quien lo solicita,*
*¿Cómo es que de noche*
*Anda tan solita?*

The wind was cold and our excitement was beginning to show. We pressed nearer and nearer to the door, closer and closer together:

*Mi esposa es María*
*Es Reina del Cielo,*
*Y madre va a ser*
*Del Divino Verbo.*

We waited impatiently for the answer that gave consent at last, relighting our candles that the strong wind snuffed out from those of our friends:

*¿Eres tu José?*
*¿Tu esposa es María?*
*Entren peregrinos.*
*No los conocía.*

As the door began to open, we asked God's blessing on the house:

*Dios pague Señores*
*Vuestra caridad*
*Y así os colme el cielo*
*De felicidad.*

My mother and father peeped through the door singing:

*Dichosa la casa*
*Que abriga este día*
*A la Virgen pura*
*La hermosa María.*

Then the doors were thrown open wide as my parents changed the tempo of the music, now singing a rousing welcome to the "pilgrims":

*Entren santos peregrinos*
*Reciban este rincón*
*No de esta pobre morada*
*Sino de mi corazón.*
*Esta noche es de alegría*
*De gusto y de regocijo*
*Porque hospedamos aquí*
*A la Madre de Dios Hijo*

As they came through the door, the men exchanged handshakes with my father and mother; the women shook my father's hand and gave my mother *un abrazo* and *un beso en la mejilla*. The children, too, shook his hand and kissed my mother's cheek.

My mother and grandmother had worked for days to make the *tamales* which were piled high on trays on the table. The *tamales* of *mi abuelita* were famous in the *barrio*. They would soon disappear.

But still the Christ child had not been born. It was almost midnight when my mother brought in the Christ child on the *charola*. The tray was piled high with *dulces* called *las colaciones*, little round candies flavored with *cilantro*. In the center lay the Christ child. As Mama carried the *charola* from person to person, each one gave the Child a kiss and took a *colación* from the tray. When she presented the tray to my cousin Jorge, the *beso* lasted a long time. María nudged me with her elbow and whispered, *"Mira a Jorge." Mi primo* was filling his pockets with candy. That is why he took so long with his *beso de adoración*.

Finally at the stroke of midnight, the Christ child was placed carefully in the manger. The Christ child was born. It was a very solemn moment. I felt very close to the Child and to *mi familia*.

Then the *fiesta* really began. The *adultos* could have the *tamales y buñuelos*. The *piñata* was ours. It was for the young ones. My father led all the children outside where a large *piñata* was hung from a rope over the limb of the cottonwood tree. The *piñata* could be raised or lowered by someone holding the other end of the rope. A child was blindfolded and given a *palo* to try to hit the *piñata*. As each one struck at where he thought the *piñata* was, my father quickly pulled the rope so the *piñata* was far above the thrashing stick. Finally, it was my turn. María did not do a very good job of putting the *pañuelo* over my eyes. Even though she turned me around many times so I was very dizzy,

I could still see enough to hit the *piñata* and break it open. The candy, nuts, *frutas,* and *regalitos* flew over the crowd of children. There was a wild scramble as each one tried to pick up as much as he could. Everyone fought to get the tiny gift-wrapped boxes.

After the *piñata* my father gave each of us *estrellitas.* We lit them and waved them wildly to paint circles of fire that disappeared as quickly as they were formed.

As the fire stopped sputtering from the last sparkler, we went inside to drink *chocolate.* My mother spun the *molinillo* one more time before she began to pour the *chocolate* into the cups. It was warm and foamy and tasted strongly of *canela,* and I knew she had used many sticks of cinnamon to make it. As I drank from the *taza,* I remembered *abuelito* saying, *"Las cosas claras y el chocolate espeso."*

At some time after two in the morning, I fell asleep on the couch. But the party lasted much longer for the older people.

The next day María told me she did not go to bed at all, but I am sure she did. She just wanted to show me she was older.

17-B
*VOCABULARIO*

*A*

*(el) abrazo* - hug
*abrir* - to open
*abriendo* - opening
*(la) abuelita* - grandmother
*(el) abuelito* - grandfather
*adelante* - ahead
*(la) adoración* - adoration
*(los) adultos* - adults
*(la) alegría* - joy
*algún* - someone
*amada* - beloved
*(las) amigas* - friends
*andar* - to walk
*aquí* - here
*apalear* - to beat up
*apaleando* - beating
*así* - thus

*B*

*(el) barrio* - neighborhood
*(el) beso* - kiss
*(los) buñuelos* - crisp fried pastries with sugar and cinnamon sprinkled over them

*C*

*(la) canela* - cinnamon
*(la) caridad* - charity
*(el) carpintero* - carpenter
*(la) casa* - house
*(el) casero* - landlord
*(el) cielo* - heaven
*claro* - clear
*(las) colaciones* - round candies flavored with coriander
*colmar* - to fill
*colme* - fill you with
*cómo* - how
*con* - with
*conocer* - to know
*conociendo* - knowing
*(el) corazón* - heart
*(las) cosas* - things

*CH*

*(la) charola* - tray
*chismear* - to gossip
*chismeando* - gossip
*(el) chocolate* - chocolate

*D*

*de, del* - of, from
*decir* - to say
*dejar* - to let, to leave
*déjenme* - let me
*desde* - from
*dichosa* - fortunate
*digo* - I say
*Divino Verbo* - Divine Word
*dormir* - to sleep
*durmiendo* - sleeping
*(los) dulces* - candy

*E*

*(el) enfado* - anger
*enfadar* - to get angry
*entrar* - to come in
*entren* - come in
*espeso* - thick
*(la) esposa* - wife
*éste, ésta* - this
*(las) estrellitas* - sparklers, stars

F

*(la) familia* - family
*(la) felicidad* - happiness
*(la) fiesta* - party
*(las) frutas* - fruits

G

*gustar* - to like, to taste
*(el) gusto* - pleasure

H

*hermosa* - beautiful
*(el) hijo* - son
*¡Hijole! huele fuerte.* - Boy! that smells strong.
*hospedar* - to lodge
*hospedamos* - we lodge

I

*inhumano* - inhuman

L

*le* - to you, to him/her
*(las) luminarias* - candles placed in sand in a paper sack, forming a kind of lantern

M

*(la) madre* - mother
*(la) mejilla* - cheek
*(el) mesón* - inn
*mi* - my
*Mira lo que me hiciste que hiciera.* Look what you made me do.
*mirar* - to look
*mira* - look
*molestar* - to bother
*(el) molinillo* - stick used to beat chocolate
*(la) morada* - home

N

*(el) nacimiento* - nativity scene
*no hemos* - we have not
*No importa.* - It dosen't matter
*(la) noche* - night
*(el) nombre* - name

O

*os* - ye

P

*(los) padres* - parents
*(el) palo* - stick
*pagar* - to pay
*pague* - pay
*(el) pañuelo* - blindfold
*(los) peregrinos* - pilgrims
*pedir* - to ask
*pido* - ask
*pobre* - poor
*Pon la mesa, hijita.* - Set the table, child.
*porque* - because
*posada* - reenactment of the birth of Christ
*premiar* - to reward
*primo* - cousin
*poder* - to be able
*puede* - can, is able
*pues* - since
*pura* - pure

Q

*¿quién?* - who

*R*

*recibir* - to receive
*reciban* - receive
*(los) regalitos* - little gifts
*(el) regocijo* - joy
*(la) reina* - queen
*rendidos* - tired
*(el) rincón* - corner

*S*

*(la) sala* - living room
*(los) santos* - saints
*si* - if
*seguir* - to continue
*sigan* - continue
*solicitar* - to solicit
*solicita* - solicit
*solita* - alone, by herself
*solo* - only, alone
*ser* - to be
*soy* - I am
*su* - his, her, your

*T*

*(los) tamales* - tamales
*tan* - so
*(la) taza* - cup
*tu* - you
*(el) tunante* - bum

*V*

*va* - going
*venir* - to go
*venimos* - we come
*voy* - I go
*vuestra* - your
*(la) virgen* - virgin

*Y*

*ya* - already
*Ya viene tu papá* - Here comes your father.
*yo* - I
*Yo no tengo la culpa* - It's not my fault.

17-C
COMPREHENSION QUESTIONS FOR
*EL NACIMIENTO*

Part 1

1. Where do the girls in the story live?
2. What holiday is approaching? How can you tell?
3. What is a *nacimiento?*
4. What is the name of the girl telling the story?

Part 2

1. How big was the *nacimiento?*
2. What was Gloria's job as the family put up the *nacimiento?*
3. What new thing was added to the *nacimiento* this year?

Part 3

1. What are *luminarias?*
2. What is the *posada?*
3. Describe some of the food that had been prepared for the celebration.
4. Who broke open the *piñata?*
5. What was inside the *piñata?*
6. What is an *estrellita?* On what other holidays are you likely to see *estrellitas?*

18-A

## *EL AGUA, EL VIENTO Y LA VERDAD*

The Water, the Wind, and the Truth had become *muy amigos*. Since one of them ran and the other flew all over the universe, they feared that some day they would not be able to find each other. *La Verdad* asked *El Viento*: "My friend, you are very light and fly to all parts of the world. Where can we find you if we need you? It would be a great shame to lose you."

"You will find me in the highlands, but in case I'm not there, look for me in the valley. If you don't find me there, go to a tree, to the trembling poplar, and I will be there," replied *El Viento*.

Then *La Verdad* and *El Viento* asked *El Agua* where they could find him when they needed him.

"It would be better if you looked for me in the rivers and in the fountains, but if you don't find me there, look for me in the green shrubs," answered *El Agua*.

Then *El Agua* and *El Viento* said to *La Verdad*, "*Amiga*, when we need you, where can we find you?"

*La Verdad* responded, "*Amigos*, when you have me in your hands, be certain that you guard me well; do not let me slip through your fingers, because once I am gone, you will never be able to find me. It is my nature to elude the person who even one time abandons me. No matter how much he may look for me, he will not find me. He who rejects me is not worthy of me. Guard me always."

18-B

*VOCABULARIO*

| | |
|---|---|
| *el agua* | the water |
| *la verdad* | the truth |
| *alegoría* | allegory |
| *el viento* | the wind |
| *(el) (la) amigo(a)* | friend |

19-A
THE RECORD

As soon as the last bell rang, Lupe left the school campus and crossed *el parque* to the public library to get a phonograph record to take home. She was excited because borrowing records from the library was something new to her. Yoli had told her about it at noon in the lunchroom. She didn't believe Yoli *al principio,* but after lunch Yoli showed her a record in her locker. The cover had a pocket. with a card just like those in the back of the books she checked out of the library.

It was a hot day, and Lupe had sweat on her face when she arrived at the library. Inside it was cool and quiet. She asked the lady about checking out a record and then went to look through the collection. Most of the names on the albums were strange: Mozart, Tchaikovsky, Beethoven. Then Lupe found one featuring *mariachi* music. That was the one she wanted! She put the record on top of her notebook so that it would not be bent when she carried it and left for home.

Lupe could hardly wait to get home and hear the music. She knew her father would be pleased. He was always telling her about the town in Mexico where he had been born and how the music of the *mariachis* sounded in the *zócalo* on Sunday afternoon.

When she was almost home, Lupe realized that she had dashed out of the library without signing for the record. "I'll do it tomorrow," she told herself as she hurried along.

In spite of her haste, she didn't get to hear the record. When she opened the stereo, she found that someone had removed the needle. Not just anyone; Paul had done it. She knew he had. Paul was a friend of Julio's, her brother. Paul didn't go to the school. He didn't work. He wasn't old enough. But Paul wanted *cosas.* And if he wanted something badly enough, he just took it.

Lupe was disappointed and angry, too. She knew her father would be very angry. Not even the smell of beans bubbling on the *estufa* made her feel any better. She put her books on the shelf over the stove and went out to play.

Lupe came in soon to get her homework done before supper. She gasped when she took her things from the shelf. The steam from the beans had warped the record. It was ruined.

What a stupid thing she had done! She would have to pay for the record. Then she remembered she had not signed the card. Nobody knew she had the record. She could throw it away and nobody would ever know what had happened to it.

Would that be stealing? It was her fault, but how would she get the money to pay for it?

Lupe could hardly sleep that night. What should she do? If she did nothing, wasn't that just as bad as Paul? What should she do?

19-B
VOCABULARY LIST

*al principio* - at first

*(las) cosas* - things

*(el) parque* - the park

*(la) estufa* - stove

*(el) mariachi* - Mexican band

*(el) zócalo* - central plaza

19-C

# CONSTRUCTING SENTENCES

A sentence is no big thing. It is just some words put together, right? O.K. so put some words together.

Write one sentence for each group of words listed below. Be sure to use all four words in each sentence.

1. Example: sky / kite / hand / string

   As I held the string in my hand, the kite soared high in the sky.

2. window / apple / school / horse

3. girl / telephone / orange / mother

4. bird / yellow / cat / tree

5. baseball / shirt / shoes / sand

6. radio / music / room / paper

7. snow / sun / carrot / door

8. car / house / doll / onion

9. scissors / umbrella / flower / book

10. magnet / glue / triangle/ leaf

20-A

## *EL TIO CANDIDO*

We can't be sure, but we can suppose that *Tío Cándido* was a native of the city of Carmona. Perhaps the priest gave him this name at the time of his baptism, but, afterwards, everyone who knew him called him *Cándido* because he was extremely simple. In all of Andalucía it was impossible to find another person so innocent and naive.

*Tío Cándido* was also very kind-hearted. He was generous and a friend to everyone. He had inherited a small farm, an olive orchard, and a little house in the village, and although he was married, he had no children, so he lived very well.

With this easy life, he had become very fat. He would go to look at his olive orchard, riding on his burro. But the good *Tío Cándido* realized that he weighed too much, and he did not want to tire the burro. He also knew that he needed some exercise, so often he walked beside the donkey, holding the bridle in his hand. One day some poor students saw *Tío Cándido* walking along toward town leading the donkey. *Tío Cándido* was so absentminded that he did not even see the students. One of them, who knew *Tío Cándido de vista y de nombre* and who also knew that he was very absentminded, told his companions how naive *Tío Cándido* was and suggested that they play a trick on him.

The most daring of the students suggested that the best joke would be to steal the donkey. Everyone agreed. Two of them approached him silently, and because *Tío Cándido* was absorbed in what he was thinking, they were able to take the halter off the donkey. One of the students led the donkey away, and the other, who was particularly daring, followed *Tío Cándido* with the halter on his head.

When the other *estudiantes* and the burro had disappeared, the one who was carrying the bridle pulled on it slightly. *Tío Cándido* turned around and was surprised to see that, instead of leading a burro, he was leading a young man.

The student gave a deep sigh and said, "Forgive me, *Tío Cándido*, for the trouble I have caused you. Let me explain. I was a very playful student, a sports fan, and very lazy. I never made much progress in school. Each day I studied less. Finally, my father became very angry with me and cursed me, saying, "You act like a burro and you ought to be changed into a burro." To wish it was to have it. As soon as my father pronounced this terrible curse, I had four feet and a tail and my ears suddenly grew long. For four years I have been a burro. Just now, my father, seeing how I suffered has relented. Just at this moment, I have returned to my human condition."

*Tío Cándido* wondered at the story, but he felt sorry for the student and told him to go and find his father. The student did not need encouragement. He said good-bye to *Tío Cándido* with tears in his eyes and tried to kiss his hand for the favor he had done.

*Tío Cándido*, contented with his act of charity, returned to his house without his donkey, but he did not tell anyone what had happened. The student had begged him to guard his secret, saying that if it became known that he had been a burro, the people would continue to think he was a burro. They would be prejudiced against him and perhaps even prevent his becoming a doctor, which was now his ambition.

Some time passed and the *Feria de Mairena* opened. *Tío Cándido* went to the fair to buy another burro. A gypsy approached him, told him that he had a burro to sell, and led him to see it.

*Tío Cándido* was very surprised to see that the burro the gypsy wanted to sell was the very same one that had changed into a student. Then *Tío Cándido* said, "Without a doubt, the poor boy, instead of applying himself, has returned to his old ways, and his father has put another curse on him."

Then he went up to the burro and said in a very low voice, words that have since become very well-known, "*Quién no te conozca, que te compre*" (Let someone who doesn't know you, buy you).

20-B
VOCABULARY LIST

*(el) burro* - donkey

*cándido* - simple, easily fooled

*comprar* - to buy

*de vista y de nombre* - by name and on sight

*(el) estudiante* - student

*Feria de Mairena* - a fair in Andalucía

*(el) proverbio* - proverb

*quién* - who

*(el) tío* - uncle

20-C
PROVERBS

1. I may break, but I don't bend.- *Me quiebro, pero no me doblo.*

2. I'll cure him of his hiccups. - *Le voy a quitar el hipo.*

3. He may consider himself well-married who has neither mother-in-law nor brother-in-law. - *Quién no tiene ni suegra ni cuñado es bien casado.*

4. Life hangs by a thread. - *La vida depende de un hilo.*

5. Nobody is born knowing. - *Nadie nace sabiendo.*

6. Go thy way alone; expect no help from anyone. - *Anda tu camino sin ayuda de vecino.*



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